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ABSTRACT

In order to incorporate the elements of personal decision making directly into a ninth grade English curriculum, the decision making lessons presented in this paper were written for literature commonly taught in junior high schools. The paper suggests activities for the following works: "Romeo and Juliet," "Flowers for Algernon," "The Martian Chronicles," "Bless the Beasts and the Children," "Anne Frank: The Diary of a Young Girl," and "The Miracle Worker." While there is some variety among the lessons presented, most involve writing assignments that are consistent with a ninth grade writing program. (HOD)

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Decision Making Activities for the Grade 9 English Curriculum

1982 Summer Curriculum Project #023

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Introduction to 9th Grade Decision Making Lessons

In order to incorporate directly the elements of personal decision making into the present ninth grade curriculum, lessons have been written for the literature commonly taught in both WCSD junior high schools. No one is expected to use all the material in any one year. Each teacher should review the lessons for the literature taught and use as much as he/she is comfortable teaching. There is some variety in the kinds of lessons but most involve writing assignments which are consistent with the ninth grade writing program. It is also quite possible to use some of the lessons with literature other than the titles used in these suggestions.

This material supplements, for grade 9, the work of last year's summer team #033--Writing Instruction in Grades 7, 8, and 9. Both projects strengthen the writing activities and the decision making components of our junior high school topical units. We hope that grade 9 English staff will add to these activities so that a complete revision of our topical unit structure can build upon the work of the two summer teams. With the help of your constructive criticism and the addition of learning activities which you have found to be successful, the revised curriculum should evidence a practical infusion of district philosophy into the learning experiences of our students.

Romeo & Juliet

I. Activities: After reading the play -

A. Brainstorm with the whole class or in small groups all the decisions made during the course of the play. (See attached chart)

B. Distribute chart with complete list. List with class the reason and/or cause for each decision.

C. Generalize or categorize types of decisions using the following:
1. impulsive decisions
2. decisions with unforeseen impact
3. decisions made to help
4. decisions made from emotion
5. others

D. Discuss the impact of outside influences on the decisions.
1. time pressure
2. the feud
3. society of the time
4. lack of information and secrets kept
5. personality and character of individual

E. Complete the chart with the class by filling in the third column on the chart, Effects, Results or Consequences.
Discuss the Effects and how the character deals with these effects.
The emphasis in this discussion should be on whether or not the character --
1. recognizes the effects of his/her decision
2. understands his/her part in the outcome of the decision
3. accepts responsibility for the effects of the decision

F. Writing Assignment:
Choose one character and in an essay discuss the decisions he/she makes. Include discussion of the following: what are the reasons for the decisions; what are the results of the decision, immediate and far-reaching; what outside influences affect the decision; how much responsibility does the character have for the results of his/her decision.

Decision Chart for Romeo & Juliet

Reason for or Cause of Decision	Decision	Effects, Results or Consequences
	servants decide to fight	
	Prince's declaration of future punishment	
	Paris to marry Juliet	
	Capulet to delay marriage	
	Romeo to go to ball	
	Tybalt to challenge Romeo at ball	
	Romeo to go into garden	
	Romeo and Juliet to marry	
	Fr. Lawrence to perform marriage	
	Nurse to help Juliet	
	Tybalt to challenge Romeo	
	Romeo to refuse	
	Mercutio to fight Tybalt	
	Romeo to fight Tybalt	
	Prince to exile Romeo	
	Juliet to stand by Romeo	
	Romeo to stab himself at Fr. Lawrence's cell	
	Capulet to marry Juliet to Paris	
	Juliet not to marry Paris	
	Nurse to advise Juliet to marry Paris	
	Fr. Lawrence to give potion to Juliet	
	Friar to send message to Romeo by Fr. John	
	Juliet to take the potion	

Decision Chart (continued)

Reason for or cause of Decision	Decision	Effects, Results or Consequences
	Capulet to move wedding up one day to Wed.	
	Balthasar to tell Romeo of Juliet's "death"	
	Romeo to return to Verona to take poison	
	Balthasar to stay by tomb instead of delivering the letter to Romeo's father	
	Paris to visit Juliet's grave	
	Paris to challenge Romeo	
	Romeo to take poison	
	Fr. Lawrence to leave tomb	
	Juliet to kill herself	
	Capulet and Montague to end the feud	

II. Characterization: After reading -

A. Discuss the character elements that go into making a decision with the class. When a person makes a decision, some or all of the following are ingredients in his/her character that partially determine the decision made and the results of that decision.
   1. understanding the situation
   2. knowing the consequences
   3. seeing the alternatives
   4. having courage to make decision
   5. recognizing the influence of others
   6. recognizing emotional involvement
   7. examining motivation
   8. having a desire for change and/or challenge
   9. having confidence in oneself

B. Have students find examples of the items listed above, in groups or as a whole class, for either Romeo or Juliet.

C. Writing assignment:
   Choose either Romeo or Juliet. Discuss how his or her character lead to the making of one major decision. Explain how having or not having two or three of the items in the list affected the decision made.

Flowers for Algernon

I. Activities: After reading -

A. Decisions - discuss or review with class
to have operation
to use Charlie
to leave the convention
to send Charlie away
to live apart from the Institute
to try to make Charlie normal

B. Questions to decide to be used in following activity -
1. What should society do for people with handicapping conditions?
2. What should a family do about a member who has a handicapping condition?
3. Which situation best meets the needs of a retarded adult; an institutional home, or a community home?
4. What restrictions should be placed on scientific research of human intelligence?
5. What kinds of experiences will help "normal" people to live comfortably with people who have handicapping conditions?
6. How does one decide when to confront a problem situation and when to walk away from it?
7. Given the list of character ingredients necessary to decision making, does Charlie have the capacity to decide whether or not to have the operation? (see Romeo & Juliet material for list of character ingredients)

C. Divide the class into groups of four or five. Give each group one of the questions to decide. Each group should follow this procedure -
1. choose a reporter
2. apply a limited abbreviated problem solving design to question
   a. brainstorm possible solutions
   b. prioritize solutions and choose first choice by consensus
   c. list helping and hindering forces for first choice
   d. list ways to diminish hindering forces and augment helping forces
3. prepare a report to the class on solution to question based on group work

D. Each group makes a presentation to the class of its question and proposed solution, giving the class the opportunity to ask questions.

II. Writing Assignment

A. Discuss either with the whole class or in groups the pros and cons of the following decisions -
   1. Should Alice marry Charlie?
   2. Should Charlie's mother institutionalize him when he is a child?
   3. Should Norma have Charlie come and live with her and her mother when the operation starts to fail?
   4. Should Mr. Donner try to stop the men in the bakery from picking on Charlie?
   5. Should the city have a supervised group home for mentally retarded adults where Charlie can go and live?

B. Write a three paragraph essay using one of the following. Use the ideas from your discussion and take a position. Keep in mind the audience for whom you are writing. Make sure you have two reasons why you are recommending the action to the character, and explain each reason.
   1. Persuade Alice not to/to marry Charlie.
   2. Persuade Charlie's mother not to/to place her son in a mental institution.
   3. Persuade the community not to/to accept a supervised group home for mentally retarded adults like Charlie.
   4. Persuade Charlie's sister Norma not to/to have Charlie come and live with her.
   5. Persuade the men in the bakery not to pick on Charlie.

Martian Chronicles

I. Activity and Writing Assignment: After reading -

A. Discussion of the themes of the novel should be reviewed with emphasis on the following ideas:
   1. Earth culture vs. Martian culture
   2. Financial goals vs. environmental concerns
   3. Progress vs. preservation
   4. Cultural exchange vs. domination of one culture by another
   5. Strangers seen as threats vs. strangers seen as opportunities

B. Writing Assignment
   Choose one of the four propositions to be voted on listed below.
   Imagine you are in a position to cast the deciding ballot.
   Write an essay from one of the following points of view -
   1. You have decided how to vote. State your vote and give two reasons why you are voting that way. Explain each reason.
   2. You have not yet decided to vote. State your uncertainty and give two items of information that you need to know before you decide. Explain why you need each item.

   Propositions:
   1. Should the town board tear down old historic buildings in order to widen the highway and ease traffic congestion?
   2. Should the State Legislature allow mining of needed resources on state owned land that is now used as a recreation facility and wilderness preserve?
   3. Should a refugee group from a foreign country be allowed to start a settlement on the outskirts of a town?
   4. Should caves which could be developed into a amusement park be preserved for the artifacts of the Indian tribe that once lived there?

C. Follow-up discussion from writing assignment.
   After reading the students' papers, discuss with the class the various reasons given and the kinds of information requested, and list some on the blackboard. Ask the students to identify the various categories they see; such as (1) personal gain or loss, (2) concern for community, (3) emotions based on attitudes, (4) special interests, (5) pressure from groups within the community, (6) relative importance of subject to individual. Conclude discussion with review of reasons and how this is probably the same for people who are actually voting on similar issues.

DECISION-MAKING - BLESS THE BEASTS AND THE CHILDREN

Objectives: to establish the decision-making process

to analyze to what extent the Bedwetters used the decision-making process

to practice/utilize the decision-making process in hypothetical situations (group work)

to practice/utilize the decision-making process in a current, personal situation - journal writing

I. Ask the following questions to establish the goal of the Bedwetters and the reasons for the goal.

A. In the narrative sections of BBC, where are the Bedwetters going and what are they trying to do?

B. Why are they trying to free the buffalo; what interest do they have in a herd of of beasts??

1. Refer to text Chapter 11. Have students read paragraphs which describe the boy, woman and doctor shooting the buffalo. Ask for students' reactions to the description of the shoot and the methods/results of killing the beasts.

2. Journal writing - Have students re-read p.111 and then paraphrase the author's point of view of the buffalo in their journals.

3. What were the boys' reactions when they saw the shoot and when they returned to camp?

II. Ask the following questions to analyze the decision-making process used by the boys.

A. Lally 2

1. Who made the initial decision to free buffalo?

2. What is Lally 2's defense when Cotton questions what he's doing and where he's going? (p. 22-23)

3. How did Lally 2 make his decision? What went through his head - what process did he use? (No process - the decision was based on an emotional reaction to what he had seen.)

B. Decision-making process.

1. What would be a logical way to formulate a decision in a situation which involves high risks?

-list as many solutions to the problem as possible.
-divide each solution into pros and cons.
-analyze resources.
-anticipate obstacles and list means of overcoming them.
-select best solution.

2. Why not just make a spontaneous decision?

C. Lally 2 and Bedwetters

1. Was Lally 2's decision a logical one - did he use the decision-making process as we have discussed?

2. Why do the Bedwetters agree to carry through Lally2's plan? (Refer to text p. 22-23)

3. Did they use any part of the decision-making process?
(to some extent they did: they tossed around some pros, but Cotton thought of the cons...as a leader should)
(List the pros and cons in chart form on board.)

Pros	Cons
1. Confidence from past successes -stealing horses for movie -raid on camp -race to rim of Grand Canyon (they possess more confidence and eagerness than skill.)	1. Skitterish personalities cause group to break up when going gets tough.
2. Responsibility/obligation to the buffalo. (What do the boys see in the buffalo?)	2. They have no method for carrying out their plan - they don't think of essentials. (How do they start to solve Cotton's initial questions?) (What possible problems/obstacles have they not thought of?)

4. To what extent did they not use the decision-making process?

-they didn't list/think of various solutions.
-the boys made their decisions based on emotionally charged-up feelings.
-only Cotton voiced the cons - not the whole group.
-they didn't think through the situation to the end - how will they actually free the buffalo? How will they handle potential obstacles?

D. Obstacles

1. Ask students to list the obstacles the Bedwetters ran into (write on blackboard). Ask if these obstacles could have been avoided by more careful planning??

-couldn't steal car.	yes
-ran out of gas.	yes
-became hungry; brought no food.	yes
-ran into diner cowboys.	no
-cowboys followed them.	no
-buffalo pens.	yes
-fence.	no
-tame buffalo.	no

2. What did the boys do when they faced the unforeseen problems?
(They made a decision and followed through with it.)

3. When did the group lose their unity - when did they break up into 6 individuals and lose their strength, purpose, drive, etc.?
(when they ran into the problems that could have been avoided)

(Each situation should be explained for clarity.)

4. Why did Cotton call their bluff after the truck ran out of gas?
(They started to break up again. He forced them to make a commitment on their own instead of making the decision for them.)

What's the difference if someone makes a decision for you vs. your making a decision for and by yourself?

Did Cotton have any more trouble with the group after each boy made his own decision?
(Each boy now followed through the personal decision with action; each boy took responsibility for his/the group's decision)

5. Making a decision to do something is only part of the process. What are the other parts that make it worthwhile/meaningful to make the decision?

-following through with the decision to attain a goal.
-accepting responsibility for the actions.

III. Personal decision-making.

A. Directions to the teacher: This exercise is to help students use the decision-making process in a personal dilemma they are presently facing.

B. Directions to students: Choose a dilemma/problem/situation you are presently experiencing. It should be a situation which is serious and involves some risk, causing you to consider various options before making a final decision.

In your journal, write your responses to the following decision-making process steps:

1. State the problem.
2. List all possible solutions to problem.
3. Divide each solution into pros and cons.
4. Analyze/list your resources.
5. Anticipate/list any obstacles and ways of overcoming them. (Also list any "unknowns".)
6. Select best solution.

C. As a follow-up activity, the students are to summarize their decision process in a paragraph/composition. If the follow-through of their decision rides on the success of persuading parents, teacher, boss, etc., of the worthiness of that decision, then a persuasive paragraph can be written.

D. It might be of general interest to the class and the teacher to see how many students made a decision/are still undecided as a result of working through this process.

IV. Group Decision - group activity.

A. Objective - The purpose of this activity is to carry out the decision-making process through to the point of accepting responsibility for decisions made. Six students will portray the Bedwetters in a trial which takes place a week after they free the buffalo. The Bedwetters are to justify their goal as well as the decisions made along the way (stealing the truck and gun, using the gun, leaving camp, etc.)

B. Directions to the teacher: Explain to the class that the Bedwetters are on trial for breaking several laws, the most serious of which is trespassing and setting the buffalo free. They must examine their decisions which led them to this crime, and build a case for themselves, justifying their actions for the success of a more important goal, freeing the buffalo.

The lawyers will cross-examine the Bedwetters to establish motives and the types of decisions made.. The issue is whether or not the Bedwetters were justified in their decision to break the law in order to achieve the higher goal - to set free innocent beasts. Did they accept responsibility for their actions? If guilty, what will their punishment be?

Form six groups of students, each group representing one of the Bedwetters. Have students within each group choose a member who will actually portray/ role play that character in the trial. The group's task is to help the Bedwetter form his character: gather all facts about the boy (including physical characteristics, emotional problems, type of home life, strengths, weaknesses), list all decisions made by the boy at camp, justify these decisions using the decision-making process.

The camp lawyer and the boys' lawyer could each be represented by small groups of 2-3 students. Each group will work separately building a case for/against the Bedwetters. Other students play the roles of a judge,(Wheaties, if desired).

On the day of the trial, the remainder of the class becomes the jury who will ultimately decide, by consensus, the fate of the Bedwetters.

Anne Frank: The Diary of a Young Girl

Decision Making:

Anne Frank made two types of decisions: how she would live/cope day by day in the restricting climate of the Secret Annexe, and what she would do with her life after the war ended and they returned to their home.

Anne Frank found it extremely difficult to get along with other members of the Annexe. She felt her mother favored her sister, Margot, while constantly picking on her. Anne rebelled against Mrs. Van Daan's mothering and discipline. She decided that if these relationships were going to improve, she herself would have to take control and initiate the changes. She decided to be more helpful, more considerate, more polite, less argumentative, less stubborn, less grouchy. As a result, the tension eased and a calmer, happier atmosphere existed in the Annexe. Anne then began to see that people, particularly Mrs. Van Daan, were not all bad. She decided to look for the good in the world when she became depressed and despondent; this helped her maintain faith and hope that the war would end and that their lives would be normal once again. She decided on goals to be met after the war ended.

Introduction to Anne Frank - Journal Writing - to be done prior to reading the book.

1. Read the following activity to the students and allow 5-10 minutes for writing responses in their journals.

   > You are at home with your family when you hear the air-raid sirens. You have to immediately leave your home for an indefinite period of time. Because of limited space in the underground shelter, you may bring only those possessions which will fit into two grocery shopping bags. Make a realistic list of what you will bring with you. Remember two things: you may never see your home again, and everything you bring must fit in the two bags.

2. Class discussion: Have students volunteer what items they chose and why they chose items (sentimentality, necessity, etc.) Have students count number of items brought out of necessity (clothing, toothbrush, etc.) vs. for sentimental reasons (stuffed animals, mementos, etc.)

3. Encourage the students to take their lists home and fill the bags. Were the bags overloaded, underloaded; did the students find more things they couldn't live without?

Class Discussion -

1. Ask the following questions to establish what life was like in the Annexe and how it was affecting Anne.

   a) What were the rules/regulations the families had to follow? Why were the rules so strict?

   b) According to Anne, what were the good things about living in the Annexe?

   c) What problems does she continually write about in her Diary? (Upon analysis, most of the problems involved the other inhabitants.)

2. Ask the following questions to establish what decisions Anne made to resolve her unhappiness with others, and to analyze how the results of these decisions affected her life.

   Encourage students to support their answers from the text whenever possible.

   a) What are Anne's options to resolve the conflicts she experiences with others?
      -stay in situation (continue fighting)
      -run from situation (leave Annexe)
      -seek alternative solutions (work with others to improve relationships)

   b) What are the possible consequences/risks of each alternative?

   c) Which alternative does she choose? Why?

   d) What is the alternative solution she selects:

      -to improve her relationships with others? (Entry 11 July 1943)

      -to improve her relationship with her mother? (Entry 2 January 1944)

   e) How does her new behavior affect other people?

   f) How do their reactions affect Anne?

   g) How does Anne deal with her depressions/despondency now? (1 March 1944)

3. Ask a student to make a general statement summing up how Anne has changed in the way she solves her problems.

   - she now takes responsibility for the situation that is causing her distress.

   -she takes control of her life and tries to change her behavior to affect the desired results.

   -she decides to be positive instead of negative. (looks for good in people, thinks about nature and beauty in the world)

4. Pose the optimist/pessimist attitude question to the class:

Pretend the war situation, the Annexe, the stiff rules, the personality conflicts inside the Annexe are all represented by a glass with sand in it. Anne Frank looks at the glass as if she's looking at her life inside the Annexe.

Would the glass be half-filled or half-empty for Anne?

What's the difference?

If you can't change the circumstances you find yourself in (Anne couldn't change world history: she was a Jew and had to escape Hitler), what <u>can</u> you do to make your life more bearable?

Group Activity -

1. Divide the class into 6 small groups and explain that each group will be responsible for one character: Mr. Frank, Mr. Van Daan, Miep. Assign a scribe within each group.

2. The group is responsible for discussing and listing:

   a) what is most important to the character as a person
   b) what decisions the character makes
   c) how the character's beliefs affect those decisions
   d) what risks are involved in those decisions
   e) what the consequences are of those decisions

3. Groups working on same character are to compare notes adding information to their reports, revision and refining their information. They select one or two students to present the information to the class.

Writing Activities -

1. Write an essay describing Mr. Van Daan's attitudes and beliefs toward life. How would his attitudes have caused him to make different decisions than Mr. Frank made? How would Annexe life been different as a result of Mr. Van Daan's decisions?

2. Pretend you are either Miep, Mr. Frank, or Mr. Van Daan, and choose a major decision made by this person in the Diary. Write a composition persuading the other inhabitants of the Annexe to accept your decision. Describe the situation forcing you to make a decision, two or three alternatives you see as solutions, and two reasons for choosing a particular solution. Your audience will be the person or persons who will be most affected by your decision.

3. Mr. Frank tells Anne that all children must assume responsibility for their destinies and that parents can only give good advice or guide them along the right paths. In a composition, discuss what decisions Anne made about her future while living in the Annexe. In what way does she live her life now that supports her ambitions for the future? How is she presently helping herself to achieve the goals she wants later in life?

THE MIRACLE WORKER

The Miracle Worker at first seems to have few decisions to note. However, once the play is examined closely several important decisions can be identified which affect the course of the play and the relationships of the characters.

After learning that Helen is blind and deaf, her parents decide not to place her in an asylum but to seek a cure for her "affliction." Unable to find a cure, they decide to hire someone to attempt to teach Helen. When Annie Sullivan arrives, Captain and Mrs. Keller decide to keep her even though she is young and inexperienced.

Annie, meanwhile, has made her own decision to leave the Perkins Institute, where she is relatively sheltered, and travel to Alabama to try to teach Helen. Once at the Keller's she finds that Helen is undisciplined but quite intelligent. She decides to stay, even after she is locked in her room by Helen.

James, Capt. Keller's son from his first marriage, had some time ago decided not to fully accept his stepmother, Kate. This decision caused a breakdown of his relationship with his authoritarian father, who James has decided not to confront.

Annie's decision to challenge Helen in the dining room scene results in her first progress with Helen and her decision to continue to work with her. Realizing that Helen's parents are too protective to enable Annie to teach her, Annie decides to ask for total control over Helen for an extended period of time.

Kate and Captain Keller reluctantly decide to allow Annie to take Helen to the summer house rather than fire Annie as they had planned. On her own with Helen, Annie decides to use Percy to get to Helen, when she would have nothing to do with Annie. This ploy resulted in a return to their former relationship and increased learning by Helen.

After returning Helen to her parents, Annie is faced with a serious decision. She must decide whether or not she will give up all that Helen has learned by allowing her parents to spoil her and not discipline her. Annie decides to assert herself when Helen throws the pitcher of water at her. James, seeing the need for Annie to do this for Helen's development, decides to stand up to his father and side with Annie. This decision proves to be a turning point in the play, for it convinces Captain Keller to allow Annie to take Helen to the pump and allow the "miracle" to happen when Helen makes the connection between the substance water and the word "wa-wa".

THE MIRACLE WORKER - Small Group Activity

Purpose: to identify the decisions made by Annie, James, and Kate and to trace the immediate and long-range results of those decisions.

Preparation:

1. Discuss or review the nature of decision making.
2. Explain the difference between immediate results and long-range results of decisions, giving examples from real life or from another book or play.

Activity:

1. Divide the class into six small groups.
2. Explain that each group will be given the name of a character from the play (Annie, James or Kate). They are to:
   a. Brainstorm to identify as many of the decisions made by this character as possible, with one member serving as recorder.
   b. Choose the three most important decisions made by that character.
   c. Identify, for each of the three decisions, the immediate and long-range results for both the character and the subject of the decision.
3. After an appropriate amount of time has been given for the groups to work together, they combine with the other group working on the same character.
4. The two groups should compare the results of their work and add to each other's information about decisions and/or results. (This may not take very long to do, so it should be monitored closely to avoid wasting time.)
5. Each group will then report to the class as a whole:
   a. The three most important decisions, and
   b. The immediate and long-range results
6. After questions and comments from the class the activity could end or flow into a follow-up writing assignment.

Example #1 A follow-up writing assignment which would act as a check on listening skills and note-taking:

> Choose one of the other two characters not discussed by your group. From what you heard or from the notes you took, write a brief composition in which you identify two decisions made by that character and the results of those decisions.

Example #2 A follow-up writing assignment using the information in a different context and from a different point of view:

> Pretend that you are one of the three characters discussed by the groups, Annie, James, or Kate. As this person, write a letter to Helen or to Captain Keller. In this letter identify what you think were your two most important decisions. Explain why you made them and what their immediate results were. Be sure to keep in mind who you are and who your audience is.

THE MIRACLE WORKER - Writing Assignments

1. The decisions that parents make for young children often have far reaching results which affect the lives of these children. Helen Keller's parents made several important decisions in the play, The Miracle Worker which changed the course of Helen's life. Identify two major decisions made by Kate and Captain Keller and explain in a composition why each decision was made and how it changed Helen's life.

2. The Miracle Worker consists of a series of decisions and results, just as life does. Make a list of major decisions made during the play by Kate, Annie, James, and Captain Keller. Using this list as a guide, write a summary of the play as a series of decisions which affect the course of the play and the relationships of the various characters.

THE MIRACLE WORKER - Classroom Activity

1. Purpose: to prepare students to read The Miracle Worker by discussing the decisions faced by people who are handicapped.

2. In a class discussion:

   a. Identify various types of handicaps and how each imposes certain limitations.

   b. Identify the kinds of decisions which must be made by people who have certain specific handicaps. Be sure to include blindness, deafness and a combination of both.

3. If feasible, have students place themselves in the situation of a handicapped person in order to better understand the limitations. Eg. use blindfolds, earplugs, etc.

THE MIRACLE WORKER - Decisions

Who	What
M	not to send Helen to an asylum
M	to try to cure her
M	to hire Annie
M	to keep Annie even after seeing how young she was
A	to leave Perkins Institute
A	to accept job
A	to stay after seeing Helen and being locked in room
J	not to stand up to his father
A	to challenge Helen in dining room and lock others out
A	not to give up when Helen would have nothing to do with her
A	to take Helen "away" to summer house
M	to allow Annie to take Helen "away"
A	to assert herself after return and force Helen to refill water pitcher
J	to stand up to Capt. Keller and tell him that Annie is right
J	not to fully accept his stepmother
Capt. K	not to take his son James seriously